# IEP and Lesson Plan Development Handbook
of
## Specially Designed Instruction
and
## Supplementary Aids and Services

# Exceptional Children Services
# Kentucky Special Education
# Cooperatives

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# Introduction

In designing an Individual Education Program (IEP) for a student, the ARC must determine specific instructional strategies that teachers must use and the supplementary aids and services that the student needs in order for the student to have access to the Program of Studies (i.e., the general program).

This handbook is one resource that provides some examples of Specially Designed Instruction (SDI) and Supplementary Aids and Services (SAS) that might be used to support the student's goals, benchmarks, and objectives on his/her IEP.

After the IEP is written both the special education teacher and the general education teacher must implement the plan for the student. The second section of this handbook has similar instructional strategies, but they are grouped in a different way to provide an alternative access. These modifications and adaptations can be made regarding the purpose and appropriateness of the task, the complexity of the task, the size of the task, the time allotted, the pace, the environment, the order of learning, the procedures and routines, the resources and materials, the application and demonstration of knowledge, the level of support and independence, participation, and motivation.

**Specially Designed Instruction (SDI)** in its simplest form is "**what the teacher does**" to instruct, assess, and re-teach the student in the Program of Studies, Kentucky's Learner Goals and Academic Expectations, and other Kentucky documents.

707 KAR 1:280 Section 1 (51)
    ... means adapting as appropriate content, methodology, or delivery of instruction...

If instruction is required for students to benefit from a material, resource, aid, strategy or service, it should be described as specially designed instruction.

**Supplementary Aids and Services (SAS)** in its simplest form is **what the student needs** including strategies, aids, and services in order to learn on a fair level with her or his peers.

707 KAR 1:280 Section 1 (54)

… means aids, services, and other supports provided in the regular education classes or other education related settings…

If the student requires specific materials, resources, aids, strategies or services to gain access to the general education curriculum, it should be described as a supplementary aid and service.

Assistive technology is a broad description of many things. When using any technology as either SDI or SAS, provide a description of the technology to be used (i.e., direct-select, voice output system).

As you review suggestions for SDI and SAS, keep in mind that many of the instructional strategies and support suggestions can be placed in both the SDI and the SAS columns. Often a student needs direct instruction in a specific strategy or in the use of a device, but also needs to use that strategy or device in other classes as he is learning to use it.

This handbook was developed by a committee including staff from the Kentucky Special Education Cooperatives and Kentucky Department of Education.

# Section 1:  IEP Development

## COMMUNICATION

### Non-Verbal

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Visual, written, verbal, physical, picture prompts and cues<br>❑ Cue cards<br>❑ Graduated guidance<br>❑ System of least prompts<br>❑ Direct instruction of American Sign Language<br>❑ Computer assisted instruction<br>❑ Multiple-modality strategies<br>❑ Use of body language<br>❑ Attending to speaker<br>❑ Other | ❑ Visual, written, verbal, physical, picture prompts and cues<br>❑ American Sign Language<br>❑ Communication systems<br>❑ Switch activated devices<br>❑ Augmentative communication devices<br>❑ Dynamic screens<br>❑ High technology communication devices<br>❑ Communication boards/books/cards<br>❑ Picture based communication<br>❑ Establishing and maintaining eye contact<br>❑ Switch accessible<br>❑ Scan accessible<br>❑ Educational interpreter<br>❑ Other |

### Listening Comprehension

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Direct instruction in listening strategies<br>❑ Modeling<br>❑ Chunking<br>❑ Written prompts or directions<br>❑ Preview-Teach-Review<br>❑ Alternative note-taking<br>❑ Graphic organizers<br>❑ Pre-teach critical information and vocabulary<br>❑ Other | ❑ Repeated directions<br>❑ Frequent comprehension checks<br>❑ Visual prompts<br>❑ Alternative note-taking<br>❑ Extended processing time<br>❑ Paraphrasing, re-phrasing, and summarizing<br>❑ Extended time<br>❑ Previewing questions<br>❑ Preferential seating<br>❑ Advanced organizer<br>❑ Focus, concrete statements<br>❑ Tape recorder<br>❑ Highlighting key words<br>❑ Listening guides<br>❑ Other |

## Expressive Language/Oral Expression

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Verbal prompts<br>❑ Cue cards<br>❑ Visual prompts<br>❑ Guided repetitions<br>❑ Rehearsal, use of scripts<br>❑ Time delay strategies<br>❑ Modeling<br>❑ Conversational skills (i.e., initiating, maintaining, ending)<br>❑ Word retrieval drills: categories, attributes, functions<br>❑ Questioning techniques<br>❑ Other | ❑ Verbal prompts<br>❑ Cue cards<br>❑ Visual prompts<br>❑ Extended response time<br>❑ Allow written tests<br>❑ Recorded materials<br>❑ Preferential seating<br>❑ Directions in multiple forms (i.e., restate, rephrase, oral directions)<br>❑ Oral reading on volunteer basis<br>❑ Rehearsal, use of scripts<br>❑ Alternative assessments in place of oral reports (i.e., displays, projects, written, etc.)<br>❑ Video self-modeling<br>❑ Questioning techniques<br>❑ Other |

## Voice

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Modeling<br>❑ Vocal strategies<br>❑ Social skills<br>❑ Calming strategies<br>❑ Self-monitoring strategies<br>❑ Visualization techniques<br>❑ Recognition of vocal abusive patterns<br>❑ Oral motor intervention<br>❑ Other | ❑ Self-monitoring checklists<br>❑ Calming strategies cues<br>❑ Variety of questioning techniques<br>❑ Signal system for recognizing abusive vocal patterns<br>❑ Other |

## Fluency

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Modeling<br>❑ Starter techniques<br>❑ Maintaining eye contact<br>❑ Choral responses<br>❑ Reading responses<br>❑ Relaxation strategies<br>❑ Other | ❑ Extended response time<br>❑ Opportunity to speak first in oral group situations<br>❑ Individual instead of group presentations<br>❑ Relaxation strategies<br>❑ Self-monitoring<br>❑ Other |

## Receptive Language

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Visual, written, picture prompts and cues<br>❑ Modeling<br>❑ System of least prompts<br>❑ Simultaneous prompting<br>❑ Time delay<br>❑ Verbal cues<br>❑ Core vocabulary with cue cards<br>❑ Visualization<br>❑ Verbal rehearsal<br>❑ Cloze procedures<br>❑ Direct instruction<br>❑ Auditory bombardment of language targets<br>❑ Verbal repetition<br>❑ Mnemonic strategies<br>❑ Pre-teach critical information<br>❑ Understanding humor and absurdities<br>❑ Train elements of critical thinking<br>❑ Making inferences and predictions<br>❑ Drawing conclusions and making generalizations<br>❑ Other | ❑ Preferential seating<br>❑ Repetition of directions<br>❑ Simple directions<br>❑ Gestures and visual cues<br>❑ Paraphrasing and rephrasing<br>❑ Visual prompts<br>❑ Picture schedule<br>❑ Picture cues<br>❑ Sentence strips<br>❑ Tape recorder<br>❑ Self cueing strategies<br>❑ Gradually building complexity of task<br>❑ Teacher Wait time<br>❑ Other |

## Pragmatics

| Specially Designed Instruction (SDI)<br>*What the teacher teaches* | Supplementary Aids & Services (SAS)<br>*What the student needs* |
|---|---|
| ❑ Social scripting<br>❑ Social stories<br>❑ Written prompts<br>❑ Modeling<br>❑ Verbal prompting<br>❑ Guided responding<br>❑ Environmental prompting (i.e., personal space awareness)<br>❑ Chaining<br>❑ Shaping<br>❑ Video self-modeling<br>❑ Role playing<br>❑ Conversational turn-taking, initiating/terminating conversation, commenting, and asking questions<br>❑ Relevant emotion/feeling word | ❑ Role playing<br>❑ Monitoring and quick feedback<br>❑ Peer buddy/monitor<br>❑ Sensory issues addressed<br>❑ Opportunities for turn-taking, initiating/terminating conversation, commenting, and asking questions<br>❑ Environmental prompts (i.e., personal space awareness)<br>❑ Other |

## Articulation/Phonology

| Specially Designed Instruction (SDI)<br>*What the teacher teaches* | Supplementary Aids & Services (SAS)<br>*What the student needs* |
|---|---|
| ❑ Auditory discrimination training<br>❑ Modeling<br>❑ Mirror training<br>❑ Oral motor exercises<br>❑ Repetitive drill/trials<br>❑ Touch cues<br>❑ Minimal pair drills<br>❑ Auditory bombardment<br>❑ Guided rehearsal<br>❑ Discrete phoneme production training<br>❑ Oral motor desensitization/stimulation<br>❑ Oral prompts<br>❑ Phonemic awareness training<br>❑ Other | ❑ Time delay<br>❑ Use of FM system<br>❑ Tape recorder<br>❑ Tactile cues<br>❑ Visual cues<br>❑ Kinesthetic cues<br>❑ Extended response time<br>❑ Correct speech samples<br>❑ Verbal cues for correct speech sounds<br>❑ Modeling of correct speech patterns when student makes incorrect speech patterns<br>❑ Oral prompts<br>❑ Preferential seating<br>❑ Vocabulary cue cards<br>❑ Color coded key words<br>❑ Computer support<br>❑ Step-by-step directions<br>❑ Other |

# ACADEMICS

## *Basic Reading*

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding<br>❑ Visual strategies including word recognition and visual memory for words<br>❑ Auditory strategies including language structure at the word, sentence, and text level<br>❑ Fluency<br>❑ Meaning strategies including word meanings and associations and precision in word usage<br>❑ Identifying and pronouncing words and reading fluently orally includes:<br>  ▪ using content clues;<br>  ▪ visual word recognition strategies including environmental print;<br>  ▪ word analysis strategies such as prefixes, suffixes, compound words and word derivations;<br>  ▪ text management strategies such as rereading/reading ahead, deep reading, skimming/scanning;<br>  ▪ decoding strategies such as identifying word families, chunking, point & slide, looking for known words inside words;<br>  ▪ cross-check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader. | ❑ Graphic organizers<br>❑ Prompting and cueing<br>❑ Recorded materials<br>❑ Oral/visual presentation of materials above independent reading level<br>❑ Extended time<br>❑ Large print<br>❑ Highlighted material<br>❑ Braille<br>❑ Manipulatives (i.e., letter tiles, flash cards, etc.)<br>❑ Access to technology (i.e., computer, software, voice-to-text software, etc.) |

# Reading Comprehension

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Graphic organizers<br>❑ Modeling<br>❑ "Cloze" procedures<br>❑ Mnemonic strategies<br>❑ Advance organizers<br>❑ Visual prompts<br>❑ Pre-teaching concepts/vocabulary<br>❑ LEARN or KWL strategy<br>    • List what you know<br>    • Explore what you want to know<br>    • Access information<br>    • Reflect on what you're learning<br>    • Now make connections<br><br>    ○ List what you know<br>    ○ Tell what you want to know<br>    ○ Tell what you learned<br>❑ Verbal summarization<br>❑ Open-ended stories<br>❑ QAR (question, answer, response)<br>❑ Choral reading<br>❑ Paired reading<br>❑ Echo reading<br>❑ Visual imagery<br>❑ Story mapping<br>❑ Think alouds<br>❑ Direct instruction in: monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning, inferring<br>❑ Other | ❑ Recorded books with appropriate pacing<br>❑ Recorded materials<br>❑ Highlighting<br>❑ Large print<br>❑ Braille<br>❑ Reader<br>❑ Paraphrasing<br>❑ Oral/visual presentation of materials above independent reading level<br>❑ Manipulatives (i.e., story strips, etc.)<br>❑ Advance organizers<br>❑ Visual prompts<br>❑ Note-taking guides<br>❑ Study guides<br>❑ Other |

# Written Language

| Specially Designed Instruction (SDI) <br> *What the teacher teaches* | Supplementary Aids & Services (SAS) <br> *What the student needs* |
|---|---|
| ❑ Graphic organizers <br> ❑ Modeling <br> ❑ Tactile kinesthetic tracing <br> ❑ Repetitive practice <br> ❑ Advance organizers <br> ❑ Visual and physical prompts and cues <br> ❑ Small group instruction <br> ❑ Structured approach to sentence writing <br> ❑ Direct instruction in the writing process including: prewriting activities, writing, revising, editing, and publishing <br> ❑ Direct instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose <br> ❑ Direct instruction in open-response writing, writing-on-demand, transactive writing, personal writing, literary writing, reflective writing, and writing-to-learn (graphic organizers, journals, note-taking) <br> ❑ Other | ❑ Scribe (specify how and when a scribe will be used) <br> ❑ Paraphrasing <br> ❑ Assistive technology <br> ❑ Advance organizers <br> ❑ Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.) <br> ❑ Graphic organizers <br> ❑ Journals, logs, notebooks <br> ❑ Rubrics/scoring guides to guide <br> ❑ Editing checklists <br> ❑ Production of written pieces <br> ❑ Mnemonic strategies <br> ❑ Error monitoring, self-monitoring <br> ❑ Modified tests and assignments <br> ❑ Copies of overheads (notes, directions, organizers, etc.) <br> ❑ Preferential seating <br> ❑ Highlighting <br> ❑ Color coded direction words <br> ❑ Student paraphrasing of directions <br> ❑ Raised line paper <br> ❑ Manipulatives (i.e., sentence strips, word cards, personal and classroom word banks, etc.) <br> ❑ Tape recorder to talk into and write from <br> ❑ Pencil grips <br> ❑ Retaking of tests <br> ❑ Access to technology (i.e., computer, software, tape recorder, voice-to-text software) <br> ❑ Other |

## Math Calculation and Reasoning

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Multi-sensory teaching strategies<br>❑ Time delay<br>❑ Most to least prompts<br>❑ Modeling<br>❑ Direct instruction in computation and reasoning strategies, word problem strategies<br>❑ Guided practice<br>❑ Mnemonic strategies<br>❑ Chunking<br>❑ Touch five coin counting strategy<br>❑ Direct instruction in use of a calculator<br>❑ Other | ❑ Mnemonic strategies<br>❑ Cue cards with problem solving strategies, definitions, examples, models, flow chart, process steps<br>❑ Small group instruction<br>❑ Visual, non-verbal, verbal, physical, picture, and written prompts and cues<br>❑ Repetitive practice<br>❑ Modified tests/assignments<br>❑ Advanced organizers<br>❑ Copies of overheads including notes, organizers, examples<br>❑ Extended time<br>❑ Graph paper/vertical lined paper<br>❑ Manipulatives<br>❑ Calculator<br>❑ Number line<br>❑ Study guides<br>❑ Peer buddy/peer tutoring<br>❑ Oral presentation of materials/assessments<br>❑ Assistive technology<br>❑ Other |

# VOCATIONAL

## Task Completion/On Task Behavior

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
| --- | --- |
| ❑ Modeling<br>❑ Partial participation<br>❑ Self-talk<br>❑ Video self-modeling<br>❑ Differential reinforcement<br>❑ Self-monitoring/evaluation<br>❑ Student task analysis<br>❑ Graphic organizer<br>❑ System of least prompts<br>❑ Simultaneous prompting<br>❑ Cueing (verbal, nonverbal, visual, picture, photo, etc.)<br>❑ Other | ❑ Modified tests and assignments<br>❑ Use of timer<br>    Dual set of materials for school and home<br>❑ Paraphrasing<br>❑ Extended time<br>❑ Rubrics and scoring guides<br>❑ Peer tutor<br>❑ Mentors<br>❑ Oral presentation of materials<br>❑ Redirection and corrective feedback<br>❑ Behavior contract<br>❑ Environmental modifications<br>❑ Assistive technology<br>❑ Work systems<br>❑ Graphic organizers<br>❑ Cue cards (i.e., definitions, examples, models, flow chart)<br>❑ Previewing assignment<br>❑ Other |

## Following Directions

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
| --- | --- |
| ❑ Task analysis<br>❑ Self- monitoring<br>❑ Differential reinforcement<br>❑ System of least prompts<br>❑ Role playing<br>❑ Modeling<br>❑ Self-talk<br>❑ Mnemonics<br>❑ Advanced organizers<br>❑ Video self-modeling<br>❑ Other | ❑ Time delay<br>❑ Increased wait time<br>❑ Advance organizers<br>❑ Verbal prompts and cues<br>❑ Paraphrasing<br>❑ Endless loop tape<br>❑ Alternate modes for directions including pictures, photos, etc.<br>❑ Contracts<br>❑ Oral presentation of materials<br>❑ Visual supports<br>❑ Assistive technology<br>❑ Clarification of directions<br>❑ Other |

## Rate/Speed of Work

| Specially Designed Instruction (SDI)<br>*What the teacher teaches* | Supplementary Aids & Services (SAS)<br>*What the student needs* |
|---|---|
| ❑ Verbal prompts and cues<br>❑ Self-monitoring<br>❑ Differential reinforcement<br>❑ Role playing<br>❑ Modeling<br>❑ Other | ❑ Checklists<br>❑ Use of timer<br>❑ Schedule<br>❑ Pictorial representation of task<br>❑ Audio stimulation to support rhythmic pace (music)<br>❑ Repeated practice<br>❑ Assistive technology<br>❑ Work systems<br>❑ Extended time<br>❑ Other |

## Following a Schedule

| Specially Designed Instruction (SDI)<br>*What the teacher teaches* | Supplementary Aids & Services (SAS)<br>*What the student needs* |
|---|---|
| ❑ Verbal prompts and cues<br>❑ Self-monitoring<br>❑ Direct instruction in reading a schedule and a site map<br>❑ Role playing<br>❑ Modeling<br>❑ System of least prompts<br>❑ Task analysis<br>❑ Graduated guidance<br>❑ Picture agenda<br>❑ Other | ❑ Checklists<br>❑ Use of timer<br>❑ Picture schedule<br>❑ Color coding<br>❑ Highlighting<br>❑ Repeated practice<br>❑ Map (i.e. school, classroom, community, etc.)<br>❑ Object schedules<br>❑ Picture agenda<br>❑ Repeated practice<br>❑ Other |

## Attendance

| Specially Designed Instruction (SDI)<br>*What the teacher teaches* | Supplementary Aids & Services (SAS)<br>*What the student needs* |
|---|---|
| ❑ Multi-sensory instructional strategies<br>❑ Token economy<br>❑ Self-monitoring<br>❑ Differential reinforcement<br>❑ Verbal prompts and cues<br>❑ Visual prompts and cues<br>❑ Other | ❑ Contracts<br>❑ Escort to class<br>❑ Proximity to classroom<br>❑ Pictorial representation of task<br>❑ Alternate dismissal<br>❑ Interest inventory to identify motivators<br>❑ Other |

## Organization

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Task analysis<br>❑ Video self-monitoring<br>❑ Differential reinforcement<br>❑ Verbal prompts and cues<br>❑ Visual prompts and cues<br>❑ Direct instruction in organization systems<br>❑ Modeling<br>❑ Other | ❑ Duplicates<br>❑ Extended time<br>❑ Shortened assignment<br>❑ Dual set of materials for school and home<br>❑ Step by step instructions<br>❑ Color coding<br>❑ Assignment notebook<br>❑ Calendar<br>❑ Peer tutor/buddy<br>❑ Dividers and organizers<br>❑ Work systems<br>❑ Other |

## Working Independently

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Graduated guidance<br>❑ Differential reinforcement<br>❑ Verbal prompts and cues<br>❑ Visual prompts and cues<br>❑ Task analysis<br>❑ Other | ❑ Shortened assignments<br>❑ Study carrel<br>❑ Work systems<br>❑ Assignments and tasks given in segments<br>❑ Redirection (verbal, non-verbal, physical, visual, etc.)<br>❑ Fading prompts<br>❑ Positive/corrective feedback<br>❑ Other |

## Decision Making

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Self talk<br>❑ Mnemonic strategies<br>❑ Role playing<br>❑ Verbal prompts and cues<br>❑ Visual prompts and cues<br>❑ Direct instruction in evaluating and choosing<br>❑ Social stories<br>❑ Other | ❑ Picture cues<br>❑ Mnemonic strategies<br>❑ Verbal prompts and cues<br>❑ Visual prompts and cues<br>❑ Assistive technology<br>❑ Other |

## Self-Evaluation

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Task analysis<br>❑ Self-monitoring<br>❑ Verbal prompts and cues<br>❑ Visual prompts and cues<br>❑ Direct instruction in evaluating self<br>❑ Modeling<br>❑ Mnemonic strategies<br>❑ Other | ❑ Picture cues<br>❑ Work systems<br>❑ Rubrics and scoring guides<br>❑ Progress graphs<br>❑ Checklists<br>❑ Peer editing<br>❑ Self-monitoring<br>❑ Other |

## Social Competence

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Video self-modeling<br>❑ Differential reinforcement<br>❑ Verbal prompts and cues<br>❑ Visual prompts and cues<br>❑ Written prompts and cues<br>❑ Direct instruction in replacement behaviors<br>❑ Modeling<br>❑ Corrective feedback with re-teaching<br>❑ Student study teams<br>❑ Planned ignoring<br>❑ Behavior intervention plan<br>❑ Direct instruction in explicit social skills<br>❑ Role playing<br>❑ De-escalation strategies<br>❑ Relaxation strategies<br>❑ Other | ❑ Student repeats directions<br>❑ Frequent, positive feedback and specific praise<br>❑ Daily/weekly home contact<br>❑ Contracts<br>❑ Student-created reinforcement menu<br>❑ Sequential directions<br>❑ Short, concise directions<br>❑ Frequent breaks<br>❑ Opportunities for movement<br>❑ Signal, inference cues<br>❑ Proximity control<br>❑ Structured transitions<br>❑ Timer<br>❑ Reinforcement menu<br>❑ Peer tutor/buddy<br>❑ Other |

## Physical Functioning

| Specially Designed Instruction (SDI) *What the teacher teaches* | Supplementary Aids & Services (SAS) *What the student needs* |
|---|---|
| ❑ Video self-modeling<br>❑ Differential reinforcement<br>❑ Modeling<br>❑ Verbal, visual, written, and physical prompts and cues<br>❑ Corrective feedback with re-teaching<br>❑ Hand-over-hand guidance<br>❑ Redirection<br>❑ Self-instruction<br>❑ Self-monitoring<br>❑ Self-talk<br>❑ System of least prompts<br>❑ Visualization<br>❑ Social stories<br>❑ Direct instruction in specific skills<br>❑ Other | ❑ One-on-one instruction<br>❑ Small group instruction<br>❑ Partial participation<br>❑ Modified equipment<br>❑ Modified rules<br>❑ Modified tests, activities, and assignments<br>❑ Self-instruction<br>❑ Self-monitoring<br>❑ Self-talk<br>❑ Extended time<br>❑ Shortened time<br>❑ Peer tutor<br>❑ Shorter distances<br>❑ Decreased level of difficulty<br>❑ Extra practice of skills<br>❑ Lower goal/target<br>❑ Alternate activities<br>❑ Adapted playing area (smaller, obstacles removed, etc.)<br>❑ Well-defined boundaries<br>❑ Larger goal/target<br>❑ Larger/lighter bat, racquet, etc.<br>❑ Frequent rest periods<br>❑ Slower activity pace<br>❑ Assistive technology<br>❑ Other |

# Section 2:  Lesson Plan Development

Use these instructional strategies and materials to assist your students in making progress through the Program of Studies.

| **Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work.** |
|---|
| • Identify and focus on critical information.  Determine the "need to know" content rather than "nice to know". Organize instruction around the big ideas. |
| • Simplify task directions. |
| • Introduce new vocabulary before beginning lesson. |
| • Photocopy pieces of research material related to subject for report or project, then read and underline/highlight main ideas and important details. |
| • Change rules to accommodate learner needs. |
| • Provide questions that ask for factual answers only. |
| • Provide questions that require short answers only. |
| • Use advanced organizers and post-organizers to introduce and summarize lesson content. |
| • Highlight, underline, or color-code main ideas, important vocabulary, and/or key concepts. |
| • Highlight root words to aid in decoding. |
| • Discuss task and check for clear understanding of all parts of assignment from the beginning. |
| • Frequently restate concepts/directions using short phrases. |
| • Provide handouts summarizing important information. |
| • Give an outline listing the main ideas and related subtopics.  Provide space to take additional notes. |
| • Provide visuals (e.g., multimedia presentations, transparencies, flip charts) to list important concepts. |
| • When assignment requires drawing diagrams, provide diagram and have student label parts. |
| • Require less detailed drawings (e.g., structure of cell) |
| • Provide handbook of grammar and punctuation rules and review frequently and allow student to use as reference. |
| • Provide handbook of grammar and punctuation rules and review frequently and allow student to use as reference. |
| • On a cue card, provide list of adjectives, adverbs, to use as reference. |
| • On a cue card, list steps in math processes/formulas to use as references. |
| • Allow the use of calculator to figure math problems. |
| • For language exercises, (i.e., punctuation) provide copy of assignment and require only the addition of appropriate punctuation. |
| • When asking for students to express their ideas in writing on a given subject, allow student to make a list of words that reflect the content. |
| • Provide an adapted text of the same title. |
| • Provide choice of reading materials that match interest and skill level. |
| • Chunk material for easier comprehension. |

## Delivery: Adapt the way instruction is delivered to the learner.

- Reduce amount of copying from text and board.
- Provide copy of vocabulary/terms instead of copying from text.
- Provide manuscript copy of lecture notes.
- Posters of steps for specific learning strategies (open response, writing process, formulas)
- Alert student to focus before expressing key points.
- Read sections of the text aloud or have volunteers to read aloud.
- Develop study guides to be completed as material is read.
- Use cued notes.
- Read questions and discuss before the student writes answers.
- Provide books on tape, or allow student to use a text reader.
- Provide chapter outlines.
- Instruct and provide directions using a step-by-step process (sequential & numbered)
- Visual displays and graphic organizers
- Analogies, stories, examples, non-examples
- Conduct large group discussion before assigning group work.
- Avoid crowded, cluttered worksheets by utilizing techniques such as blocking, cutting (cut worksheets into sections, folding) and highlighting, color-coding or underlining
- Provide diagrams (i.e., water cycle) and pre-labeled cards to place on diagrams.
- Provide many opportunities for processing (before, during, and after lesson)
- Teach mnemonic devices
- Teach students how to interpret graphs, charts, and illustrations
- Give written directions to supplement verbal directions.
- Paraphrase information
- Encourage feedback to check for understanding
- Record questions on tape recorder
- Tape alternate pages for read one page, listen to second page
- Provide additional directions and information.
- Assist in prewriting activities and provide writing prompts.
- Show project examples that others have done and point out and list key features that students must include.
- Demonstrate math concepts using concrete objects before requiring independent work
- Vary the pace and change tasks frequently
- Use cooperative learning groups
- Use multi-sensory instructional strategies
- Keep directions concise and simple
- Monitor the student's understanding by asking student to repeat directions
- Include rebus pictures with written directions for students who are unable to read
- Place a piece of yellow acetate or yellow shelf liner (hot cover) over the page of print to enhance contrast, darken print, and focus student on smaller chunks
- Use black marker pens to trace over directions and darken print for students with low vision.
- Always state/write the goals and objectives at the beginning of each lesson.
- Connect previous day's learning with new lesson.

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| • Provide all information in a logically organized and sequential format. |
| • Vary the level of questions during class discussion to include all students. |
| • Use closure strategies regularly. |
| • Connect to student's prior knowledge. |
| • Use a variety of practice formats. |
| • Incorporate active learning strategies. |
| • Give immediate reinforcement of correct response. |
| • Give immediate correction of errors. |
| • Provide individual student instruction when needed. |
| • Use concrete and manipulative objects at all grade levels. |
| • Teach reading within all content areas. |
| • Use specific questions to guide content reading |
| • .Communicate your expectations. |
| • Lab work. |
| • Problem based inquiry. |
| • Independent projects. |
| • Small group projects. |
| • Whole group projects. |
| • Use picture metaphors or storytelling. |
| • Use music. |
| • Teach memory strategies including mnemonic devices. |
| • Color and visual symbols. |
| • Use music to enhance learning. |
| • Teach using multi-sensory modes including multiple intelligences and learning styles. |
| • Use interval learning and processing time |

| **Assessment: Adapt how the student can respond to instruction.** |
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| • Provide a menu of options for student to demonstrate knowledge other than (or in addition to) pencil/paper tests |
| • Use verbal responses, a communication book, or show knowledge with hands-on materials. |
| • Draw and write sentences to demonstrate comprehension. |
| • Make a poster or dictate a report instead of writing. |
| • Use technology (e.g., PowerPoint presentation) |
| • Dictate into tape recorder. |
| • Dictate answers to peers. |
| • Assign a reader. |
| • Assign a scribe. |
| • Verbal descriptions of diagrams instead of drawing. |
| • Choice of cursive or manuscript handwriting. |
| • Allow for spelling errors. |
| • Accept key responses instead of complete sentences. |
| • Give option of verbal assignment. |
| • Provide additional space to record written responses. |
| • Emphasize important words in written assessments through underlining, color-coding, bolding, and enlarged print. |
| • Reduce number of choices on multiple-choice or matching tests. |

- For language lessons, have student read sentences aloud and verbalize corrections instead of writing.
- Allow demonstration to answers in math using concrete materials.
- Paraphrase.
- Prompts and cueing.
- Extended time.
- Provide each student with a small chalkboard or whiteboard, old sock for erasing, and chalk or a dry erase marker for written responses.
- Index cards can be used to respond to true/false or agree/disagree statements. Once question is asked, student shows response by holding up their card.
- Thumbs up/thumbs down to encourage active group participation during presentations.
- Include one direction per sentence.
- Underline or box directions.
- Provide examples of correct responses.
- Use large, bold print when possible.
- When creating multiple-choice tests, exclude "all of the above" and "none of the above" statements.
- When creating matching tests, organize both columns so student's choices are clear and concise. Present matching statements/answers in blocks of five. Double space between blocks of information.
- When creating true/false tests, eliminate words such as "all" or "never". Avoid using double negatives.
- Create fill-in-the-blank tests by placing the choices under the blank space.
- Use a variety of formats to review for several days before a test or a quiz (i.e., quiz bowls, small group reviews, question & answer period, study buddies, SMARTs Learning Strategies).
- When giving essay tests, provide the student with a blank outline format for organization of ideas. Highlight or underline key words in questions.
- Have the student demonstrate knowledge learned by performing or demonstrating key concepts.
- Provide all students a copy of the test so that they do not have to guess what is "need to know" content.
- Provide study guides.
- Vary testing format.
- Design collages, posters, timelines of events, and storyboards to manipulate the information.
- Develop and conduct surveys.
- Create maps, graphs, diagrams.
- Design and play simulation game activities.
- Write and perform skits.
- Design an inquiry project.
- Provide scoring guides/rubrics to clarify expectations.
- Use a grading contract detailing the basis for grades.
- Use labels.
- Have students design overhead presentations.
- Provide an outline of content.
- Have students create photo essays.
- Journal entry
- Illustrated book

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| • Slide show. |
| • Power point presentation |
| • Models. |
| • Diorama |
| • Art project |
| • Felt board or storyboard |
| • Handmade puzzle |
| • Debate |
| • Oral report |
| • Chant or song |
| • Walking tour talk |
| • Radio advertisement |
| • Storytelling |
| • Demonstration |
| • Dramatization |
| • Role play |
| • Chalkboard walk |
| • Design and run a business |
| • Charades |
| • Large construction project |
| • Poetry |
| • Allow student to take the test a second time. |
| • Taped tests. |
| • Open book exams |
| • Frequent but shorter quizzes |
| • Encourage the student to summarize what they have learned that was NOT asked on the test. |

| **Size:  Adapt the number of items that the learner is expected to learn or complete.** |
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| • Reduce the number of terms a learner must memorize at any one time. |
| • Integrate several short, learning activities rather than a single long one into the session. |
| • Select fewer comprehension questions to complete. |
| • Reduce amount of required writing.  (Don't use writing as a punitive consequence.) |
| • When giving a language assignment to complete on the same concept, require fewer sentences to be completed. |
| • Reduce the spelling list. |
| • Assign a specific number of math "problems" and allow student to choose those problems. |
| • Limit the number of concepts presented on each test. |
| • Divide the test into segments.  Each segment should have individual directions and should be graded separately. |

| **Time:  Adapt the time allotted for learning, task completion, or testing.** |
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| • Individualize a time line (through the student planner) for completing task.  This may include time limits and time extensions. |
| • When assignments require answers to comprehension questions, give the material several days early and have parents, aide, or special education teacher to read the material with |

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| the students and discuss the comprehension questions. |
| • Provide extra classroom time to work on assignments. |
| • Allow assignments to be taken home to complete. |
| • Permit re-take spelling tests. |
| • Spend more time on complex math processes.  Do much review and give fewer problems but more days to practice those processes. |
| • Recognize effort and do not require the completion of the entire activity. |
| • Teacher/assistant can work in advance to assist in generating ideas for participation to contribute to group discussions. |
| • Prioritize assignments and/or steps to completing assignments. |
| • Alternate quiet and active tasks.  Set time limits for specific task completion. |
| • Increase time allowed for completion of tests or assignments. |
| • Reduce the length of the test. |
| • Space short work periods with breaks or change of tasks. |
| • Follow a specific, consistent routine. |
| • Post the daily schedule on the board for students who like the big picture. |
| • Develop classroom routines and celebrations and use them. |

| **Environment:   Adapt the physical setting.** |
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| • Post daily work, schedules, and homework assignments at eye level in front of class. |
| • Surround student with peers who model appropriate behavior. |
| • Use a study carrel. |
| • Use proximity seating. |
| • Be aware of student's sensory preferences. |
| • Provide a distraction-free zone. |
| • Encourage students to find "best study place". |
| • Help student keep workspace free of unnecessary materials. |
| • Be aware of student allergies. |
| • Provide extra structure during transition times. |
| • Review class/school guidelines and classroom rules frequently. |
| • Be aware of assignment of schedules in regard to "on-task" behaviors. |
| • Engage the student in community-based instruction. |

| **Level of Support:   Increase the amount of personal assistance with a specific learner.** |
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| • Assign peer buddy. |
| • Assign teaching assistant. |
| • Assign peer tutor. |
| • Pair students for review games and questioning. |
| • Have student use a scribe. |
| • Have student orally respond to a test. |
| • Pair students to develop a duet story. |
| • Use small groups to master specific content. |
| • Use graphic organizers for note-taking. |
| • Use cued notes for note-taking. |
| • Use cooperative learning groups. |

| **Participation:   Adapt the extent to which a learner is actively involved in a task.** |
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| • Integrate choral response into lessons. |
| • Use instructional games. |
| • Use Think-Pair-Share strategy. |
| • Use Turn-to-Your-Neighbor strategy. |
| • Involve student in listening and participating in group discussions, but do not require a written response. |


| **Organization:   Instruct the student in organization techniques to assist within the classroom and school situation.** |
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| • Set clear time limits for assignments. |
| • Questioning at the end of each sentence or paragraph. |
| • Allow additional time to complete tasks and take notes. |
| • Highlight main facts in the book or photocopied pages. |
| • Provide materials checklist. |
| • Ask student to paraphrase directions given. |
| • Use a student assignment notebook. |
| • Assign student a volunteer homework buddy. |
| • Lend student a second set of books for home. |


| **Motivation Strategies:   Students can only be motivated to do tasks they are physically and mentally capable of doing.** |
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| • Use a symbol system for correct response. |
| • Send home daily progress reports. |
| • Keep graphs and charts of student's progress. |
| • Conference with student's parent. |
| • Conference with student's other teachers. |
| • Use behavior performance charts. |
| • Use checks for accuracy. |
| • Use goal setting or contracts with student. |
| • Use immediate reinforcement of correct response. |
| • Develop a reward or point system. |